

High School Exit Follow-up Survey Report, 2013



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Yukon Bureau of Statistics

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Introduction

The Yukon High School Exit Survey is a multi-year study which was initiated in 2010 by the Department of Education, Government of Yukon. The purpose of the study is to capture information about the high school experiences and post-secondary pursuits of cohorts of individuals who have attended high school in Yukon, and have recently left or graduated. Each cohort is surveyed twice: once in the year following their expected high school graduation date, and a second time two years after the initial survey. The information gathered in the survey is used to inform policy and programming in the Department.

This report details the longitudinal and follow-up survey findings from the second cohort to be initiated into the survey. This cohort was first surveyed in August and September, 2011 by the Yukon Bureau of Statistics. A follow-up survey was conducted in October through December, 2013.

The initial survey covered:

- Success in high school,
- High school programming,
- Jobs and skills learned in school, and
- Transitioning to post-secondary education and training.

The follow-up survey looked more closely at:

- Current employment status and transition to the work force,
- Educational goals and attainment,
- The transition to post-secondary education and training, and
- The respondents' plans to live, work, and/or attend college in Yukon.

Methodology

The 2011 Survey was a census of all individuals who had attended a high school in Yukon and could potentially have graduated in June, 2010. These individuals were identified from Yukon's high school registration files for the following grades and years: grade 8 students in 2005, grade 9 students in 2006, grade 10 students in 2007, grade 11 students in 2008, and grade 12 students in 2009.

For the 2013 Follow-up Survey, efforts were made to interview all of the people who had participated in the 2011 Survey. Current contact information was not available for many of the individuals in the cohort. There was also some further attrition as not all the participants could be reached, and there were a few refusals.

There is not enough information available about the non-participants to allow us to estimate and correct for non-response bias. Accordingly, the results presented in this report are only

indicative of the experiences of those individuals who participated in the survey, and they may not be representative of the entire cohort.

The field work took place over an 8 week period. Each interview took approximately 15 minutes to complete. Interviews were conducted over the phone, and data were entered into a computer-assisted telephone interviewing (CATI) platform. The questionnaire included a number of closed-ended and open-ended questions. The Follow-up Survey questionnaire is appended to this report (Appendix 1), as is the Field Operations Report (Appendix 2).

After the field work was completed, the dataset was extracted and imported into SAS for coding and analysis. The Bureau of Statistics thematically analyzed and coded the open-ended questions.

Respondent demographics

Out of 254 potential respondents for the follow-up survey, there were 110 completed surveys. Though many potential participants could not be reached by the interviewers, of those who were reached, the refusal rate was very low at 2.76%.

Of those who participated in the follow-up survey, 51% were male, and 49% were female. Sixty-three percent of the respondents lived in Yukon at the time of the survey. The remainder lived in other parts of Canada.

Nearly two-thirds (66%) of the follow-up survey respondents did not self-identify as aboriginal. Twenty-five percent said they belonged to a Yukon First Nation, while 8% were either part of another First Nation or were Inuit, Métis or mixed. Meanwhile, 5% of respondents self-identified as a member of a visible minority.

Comparing demographics – 2011 and 2013

Longitudinal studies typically have to deal with the problem of attrition. Attrition can introduce a substantial amount of non-response bias to the results of a survey.

For this study, fewer than half (43%) of the original survey participants completed the follow-up survey. Also, the original 2011 survey participants only represented a fraction of the potential participants, as many potential participants could not be reached or did not wish to participate in the 2011 study.

In order to shed light on some of the types of bias that might have resulted from attrition, we can look for demographic differences between the 2011 and 2013 respondent pools. As it is not entirely clear how these differences might have affected the survey responses and we have very little information about the individuals who did not participate in the 2011 survey, we have not attempted to negate or compensate for the differences through weighting. Rather, we ask that the readers of this report keep in mind the limitations of the study; the respondents speak only for themselves, and not for the many non-participants.

Comparing 2011 and 2013, the participant pool differed as follows:¹

Aboriginal identity: In the initial survey in 2011, 37% of the respondents identified as aboriginal (First Nation, Métis or Inuit), and 63% said they were non-aboriginal. In 2013, 34% of the respondents identified as aboriginal, and 66% did not.

Educational attainment in 2010: In the initial survey in 2011, 18% of the participants had achieved less than a high school diploma or equivalent. Only 15% of the follow-up survey participants had achieved less than a high school diploma or equivalent in 2011.

Gender: In 2011, 45% of the respondents were male, and 55% were female. In 2013, 51% were male and 49% were female.

This analysis does not identify any major differences between the respondents in 2011 and 2013. Nonetheless, the results should be interpreted with caution, as there may have been other differences between respondents and non-respondents that have not been identified.

Results and discussion

This section of the report describes the main findings of the survey. The results are presented question by question as we move through the four broad topics covered by the questionnaire:

- Current employment status and transition to the work force,
- Educational goals and attainment,
- The transition to post-secondary education and training, and
- Questions about the respondents' plans to live, work, and/or attend college in Yukon.

Respondent demographics were used for comparative purposes in the analysis. Wherever the number of respondents was high enough, the data have been broken out by the following sub-groups of respondents:

- Males versus females;
- Those who self-identified as aboriginal, versus those who did not;
- Those who had completed some post-secondary programming as of the summer of 2013, versus those with a high school education or less.

While the body of this report highlights and illustrates the findings from the 2013 High School Exit Follow-up Survey, not all data points can be included in the text of the report. Appendix 3 contains the data tables to support all the figures in this report.

¹ To eliminate any irregularities in individual responses to specific questions, all the demographic information discussed here was collected in 2011.

Current employment status

The survey asked the respondents if they were currently employed, and if not, why not? If currently employed, we asked what type of job they had, using broad categories of employment.

Sixty-five of the 110 respondents to the follow-up survey (59%) were employed at the time of the survey. There were no large demographic differences (Figure 1).

Of the 19 respondents who were not employed, 10 said they were unemployed or between jobs, 5 were stay-at-home parents, and the remainder said they had some other reason for not working.

One third of the employed respondents were working in customer sales or service sector jobs. Approximately a quarter of employed respondents worked in the public service, and another quarter worked in trades or technical positions. The remainder worked in other sectors, such as education, transport or equipment operation, sciences, social sciences, arts, culture, or business (Figure 2)².

Figure 1.
Percentage of respondents who were employed at the time of the survey.

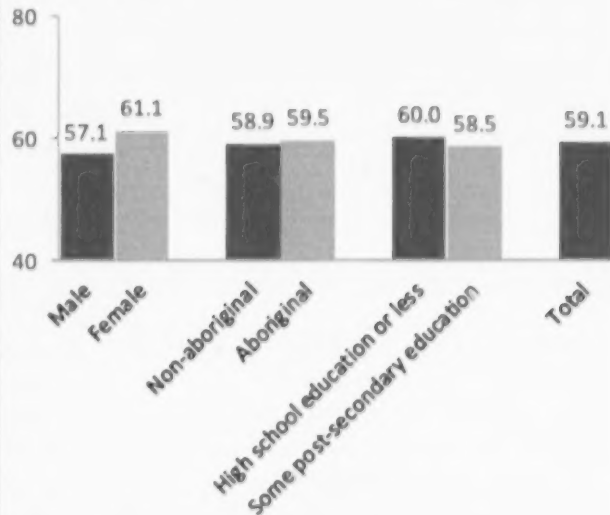
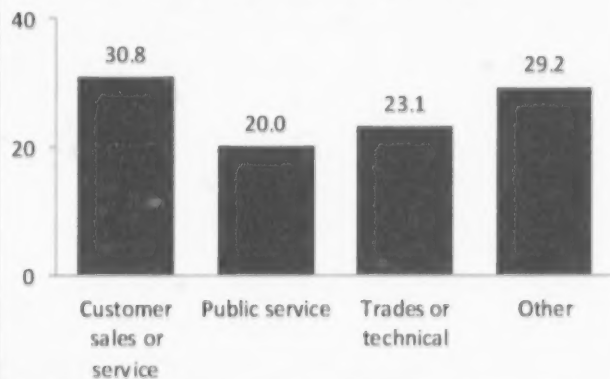


Figure 2.
Percentage of employed respondents within each category of employment. Multiple responses were allowed.



Satisfaction with work, education and training

² Some of the categories were combined to meet confidentiality requirements.

Most of the respondents who were working at the time of the survey said they were very satisfied or satisfied with the type of work they had. A smaller percentage said they felt neutral or dissatisfied with their work (Figure 3).

Respondents with some post-secondary education were much more likely than those with a high school education or less to say they were very satisfied with their type of work (45% vs. 26%). Women (39%) were slightly more likely than men (34%) to say they were very satisfied with their type of work, though men (37%) were much more likely than women (24%) to say they were satisfied. Aboriginal respondents (50%) were much more likely than non-aboriginal respondents (30%) to say they were very satisfied with their work.

We asked the respondents whether they have been able to get the education and training they need to qualify for the kinds of work they want. Some (27%) said yes, and the training had been completed, while 59% said yes, but the training was still in progress. Thirteen percent said no (Figure 4).

Figure 3.
Satisfaction with type of work.

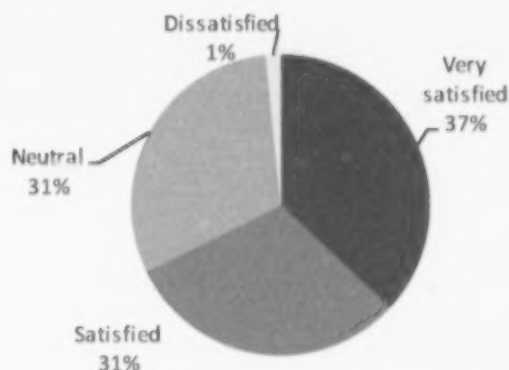
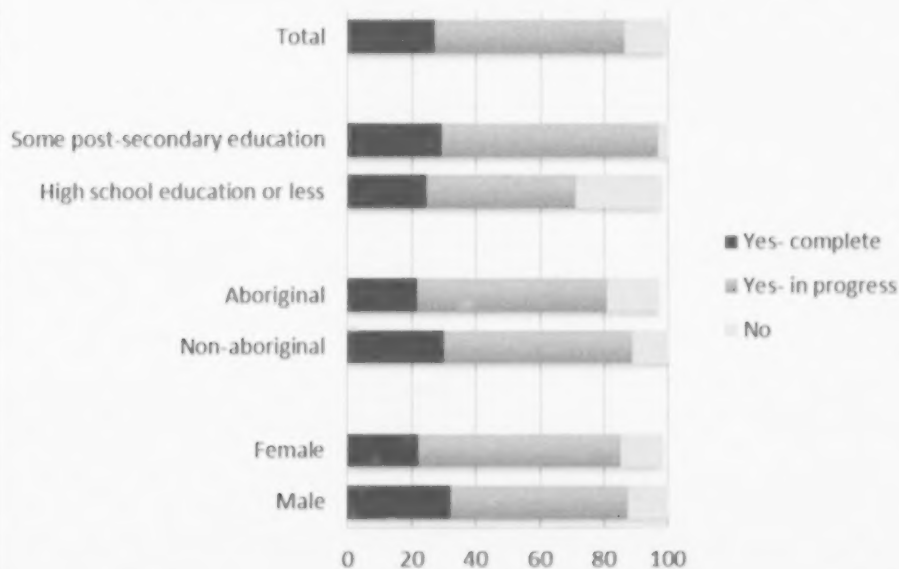


Figure 4.
Have you been able to get the education and training you need to qualify for the kinds of work you want? (Percent)



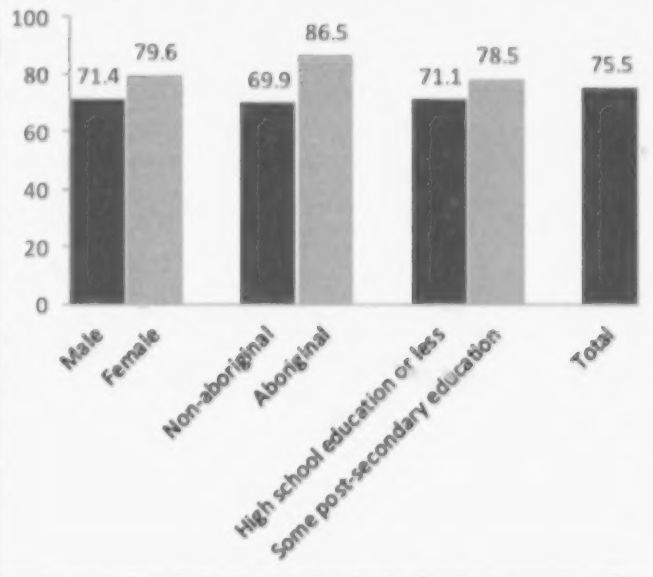
We asked the respondents: in what ways could high school have prepared you better for the job market? Thirteen percent of respondents said they would have benefitted from help writing a resume, search for a job and other job-seeking tips. Also thirteen percent said they would have benefitted from more hands-on or applied coursework. Other suggestions included better programming in general, better preparation for post-secondary education, interpersonal skills, and generally staying in school.

We asked the respondents to rate their satisfaction with the high school education they received in Yukon.

Twenty-two percent of the respondents said they were very satisfied with their high school education in Yukon, and just over half said they were satisfied. Eighteen percent of the respondents were neutral or said they didn't know, and 6% said they were dissatisfied.

Females, aboriginal respondents, and those with some post-secondary education were somewhat more likely than others to say they were satisfied or very satisfied with their high school education in Yukon (Figure 5).

Figure 5.
Percentage of respondents who said they were satisfied or very satisfied with their high school education in Yukon.



Education and career goals and achievements

We asked the respondents to tell us how important certain achievements were for their education and career goals:

- Getting some high school education,
- Graduating from high school,
- Getting training in trades during high school,
- Getting training in trades after high school,
- And attending college or university.

While a high school education was rated almost by nearly all of the respondents as very important, 70% said it was very important for them to attend college or university. A smaller proportion of the respondents said they valued training in trades, either during or after high school (Figure 6).

Males, aboriginal people, and respondents who had a high school education or less were most likely to say it was very important for their education and career

goals to get training in trades after high school. In contrast, females and respondents who had some post-secondary education were most likely to say it was very important for them to attend college or university (Figures 7 and 8).

Twenty-seven percent of the respondents said they took upgrading or college preparation courses after leaving high school. Most of these respondents (73%) said they did their upgrading at Yukon College; the remainder received it through a high school or another college or institution.

Meanwhile, 33% of the respondents said that as of the day of the interview, they would need high school upgrading before they could attend college or university.

Figure 6.

Percentage of respondents who said the following achievements were very important for their education and career goals.

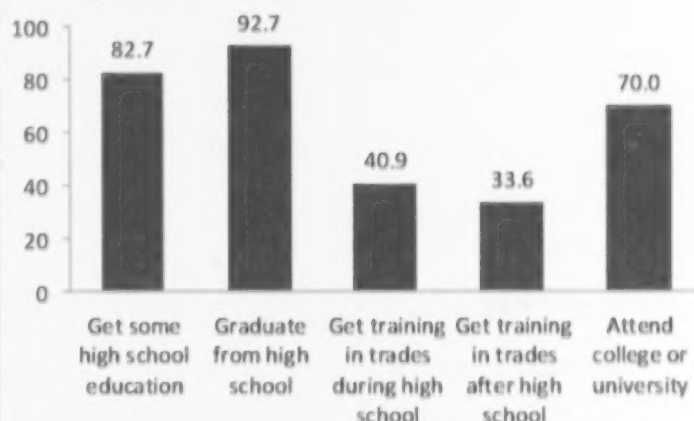
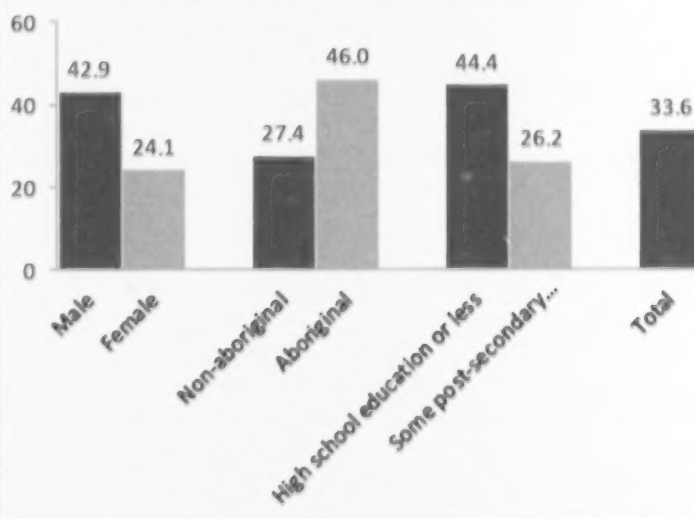


Figure 7.

Percentage of respondents who said it was very important for them to get training in trades after high school.



The respondents had a wide range of educational attainment at the time of the interview. While 41% had a high school education or less, the remainder had at least some post-secondary schooling. Twenty-nine percent had completed at least some college courses, trades or technical training, and 30% had attended university (Figure 9).

Most of the respondents said they expected to complete some form of post-secondary education in their lifetimes. Just over half the respondents said they expected to complete a bachelor's degree, master's degree, PhD or professional degree (Figure 10).

Figure 8.

Percentage of respondents who said it was very important for them to go to college or university.

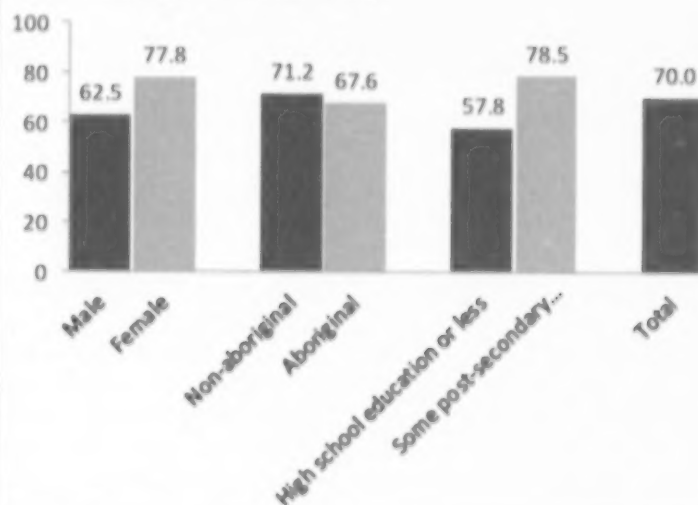


Figure 9.

Highest education completed, to date (percent of respondents)

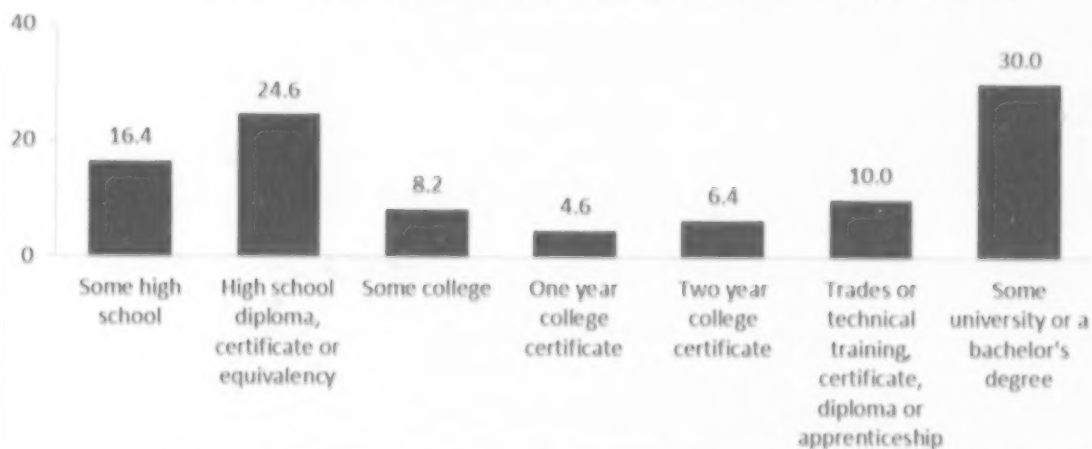
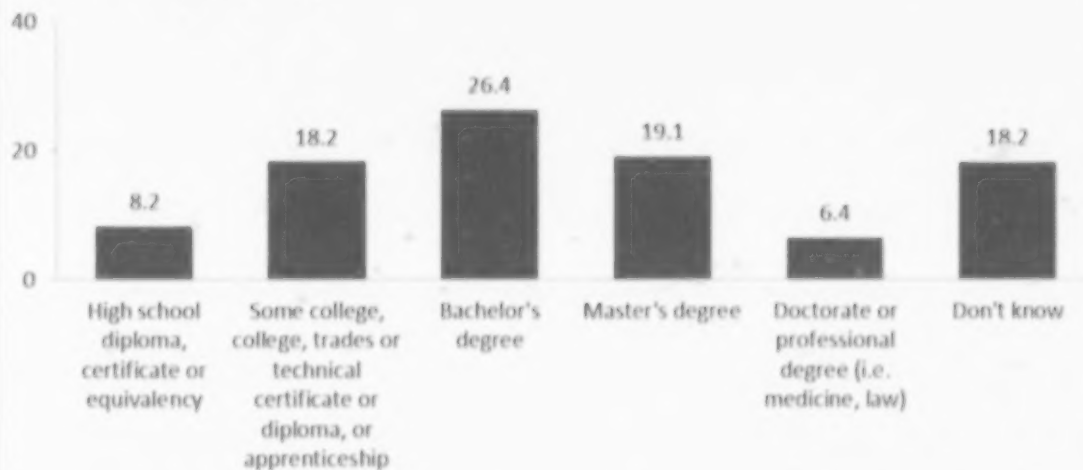


Figure 10.

Highest lifetime educational attainment expected (percent of respondents)



Post-secondary education

Eighty-seven of the respondents (79%) specified the colleges or universities that they have attended. In some cases, an individual may have attended 2 or 3 different post-secondary institutions.

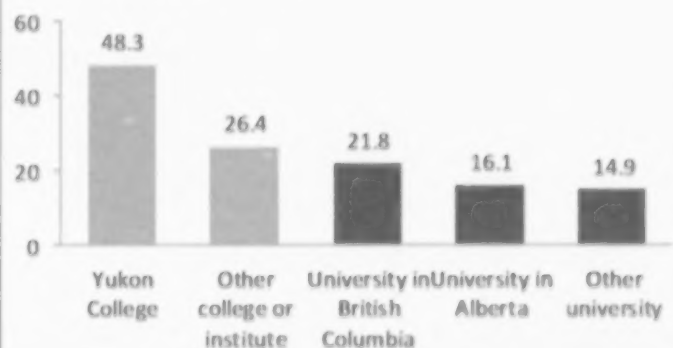
Yukon College was most widely attended. Those who went to university were most likely to have gone to a school in BC or Alberta (Figure 11).

We asked the respondents who had some post-secondary schooling how well they thought high school prepared them for college or university. The majority said 'somewhat well' (Figure 12).

We followed up by asking in what ways high school could have prepared the respondents better for college or university. Many respondents suggested that high school could have set higher

Figure 11.

Colleges and universities which the respondents have attended, percent (n=87). Multiple responses were allowed.

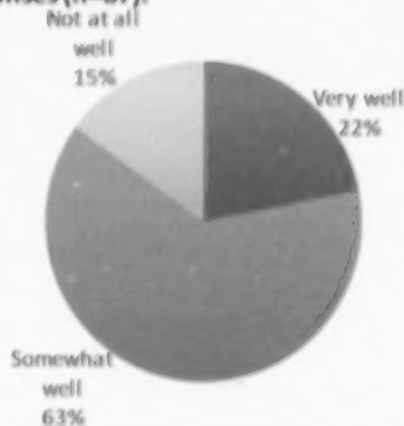


standards, pushed them harder, and generally, could have given them the opportunity to better prepare for the expectations of university. Some felt they would have done better with stricter deadlines, for instance.

We asked the students who have attended college or university to tell us what their biggest challenges have been. Many respondents said that **time management** was the biggest challenge they faced when attending college or university. Some said their biggest challenges were related to the **workload** or the **academic expectations**. Some said their biggest challenges were practical: things like **finances, housing and transportation**. A few said they were challenged by their **lack of certain skills**, such as essay writing or grammar, and a few said that **living away from home** challenged them the most.

Figure 12.

How well did high school prepare you for college or university? Percent of responses (n=87).



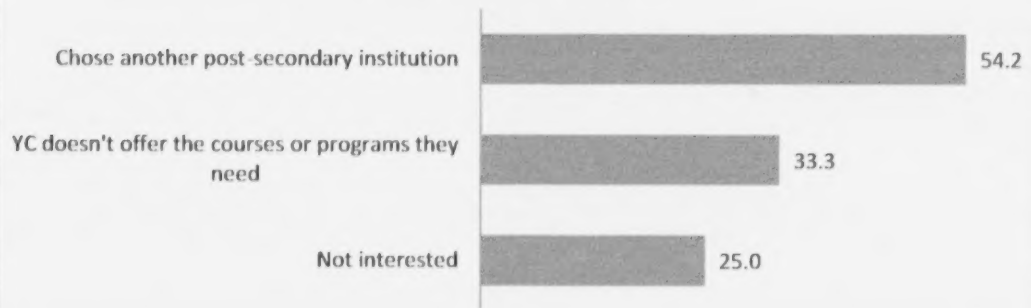
We asked the respondents to confirm if they have ever taken courses at Yukon College; nearly half of the respondents (47%) said they have. We asked whether they planned to take courses at Yukon College in the future, and many (41%) said yes.

Twenty-two percent of the respondents said they have never taken courses at Yukon College and they did not plan to do so in the future. We asked them to tell us why. The interviewers read through a short list of possible options, as well as asking if the respondents had another reason. Multiple responses were allowed.

Most often, the respondents said it was because they have chosen another post-secondary institution, or because Yukon College doesn't offer the courses they need. Some said they were not interested (Figure 13).

Figure 13.

Percentage of respondents who gave each of the following reasons for not planning to take courses at Yukon College (n=24). Multiple responses were allowed.



Immediate plans

We asked the respondents what they planned to be doing in the fall of 2013. They were presented with a list of options, as well an opportunity to say they would be doing something that wasn't on the list.

Less than half of the respondents (44%) said they would be going to college, university, or another post-secondary institution. A similar proportion (42%) said they would be working at a paid job. A small number of respondents (5%) said they would be travelling, and 10% said they didn't know what they would be doing.

Yukon residency

We asked whether the respondents were living in Yukon at the time of the interview; 63% answered yes. The remainder were living in other parts of Canada; the numbers were too small to report on separately. Over half of those living outside the territory (56%) said they planned to eventually return to live in Yukon, 20% said they did not intend to do so, and 24% said they didn't know.

Conclusion

This concludes the discussion of the main findings from the 2013 Yukon High School Exit Follow-up Survey.

For reference, the survey questionnaire is included as Appendix 1. The Operations Report can be found as Appendix 2; it details the field work, operational procedures and response rates. Appendix 3 includes data tables to support all the charts that are included in this report.

Appendix 1. Survey Questionnaire

Yukon High School Exit Follow-up Survey (2013)

Q1. Are you currently employed?

- ☐ Yes → *Go to Q1.2*
- ☐ No → *Go to Q1.1* →
- ☐ Don't Know → *Go to Q2*
- ☐ Refuse → *Go to Q2*

Q1.1 Why not?

- ☐ Unemployed/ between jobs
- ☐ Student
- ☐ Stay-at-home parent
- ☐ Personal choice
- ☐ Other: _____

→ *Go to Q2*

Q1.2 What type of job do you have right now? (If more than one, check all that apply.)

- ☐ Customer sales or service
- ☐ Trades or technical
- ☐ Transport or equipment operator
- ☐ Sciences or social sciences
- ☐ Arts or culture
- ☐ Education
- ☐ Public service (such as government services, communications, policy or planning)
- ☐ Business or finance
- ☐ Health services
- ☐ Manufacturing or processing
- ☐ Other _____

Q1.3 How satisfied are you with the type of work you have now?

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Dissatisfied
- ☐ Very Dissatisfied
- ☐ Don't Know
- ☐ Refuse

Q2. Have you been able to get the education and training you need to qualify for the kinds of work you want?

- ☐ Yes - Completed
- ☐ Yes - In progress
- ☐ No
- ☐ Don't Know
- ☐ Refuse

Q3. In what ways could high school have prepared you better for the job market?

1. _____
2. _____
3. _____

☐ Don't Know ☐ Refuse

Q4. Overall, how would you rate your satisfaction with the education you received in high school in the Yukon?

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Dissatisfied
- ☐ Very Dissatisfied
- ☐ Don't Know
- ☐ Refuse

Q5. Given your own education and career goals, how important would you say it has been for you. . .

	Very important	Somewhat important	Not important	Don't know	Refuse
To get some high school education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To graduate from high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To get training in trades during high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To get training in trades after high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To attend college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6. Did you take upgrading or College preparation courses after leaving high school?

- ☐ Yes
- ☐ No → **Go to Q7**
- ☐ Don't Know → **Go to Q7**
- ☐ Refuse → **Go to Q7**

Q6.1 Where did you take your upgrading courses? (Check all that apply)

- ☐ Individual Learning Centre
- ☐ Yukon College
- ☐ A high school
- ☐ Another college or institution
- ☐ Don't Know
- ☐ Refuse

Q7. As of today, would you need high school upgrading before you could attend college or university?

- ☐ Yes
- ☐ No
- ☐ Don't Know
- ☐ Refuse

Q8. What is the highest level of education you have completed up to this point in time?

- ☐ Some High School
- ☐ High School diploma or certificate
- ☐ GED (*General Education Diploma*)
- ☐ Some College
- ☐ 1-Year College Certificate
- ☐ 2-Year College Diploma
- ☐ 4-Year College Diploma
- ☐ Some trades or technical training
- ☐ Trades or technical certificate
- ☐ Trades or technical diploma
- ☐ Apprenticeship
- ☐ Some university
- ☐ Bachelor's Degree
- ☐ Master's degree
- ☐ Doctorate
- ☐ Professional degree (medicine, law)
- ☐ Other (*Specify*) _____
- ☐ Don't Know
- ☐ Refuse

Q9. What is the highest level of education you expect to receive in your lifetime?

- ☐ Some High School
- ☐ High School diploma or certificate
- ☐ GED (*General Education Diploma*)
- ☐ Some College
- ☐ 1-Year College Certificate
- ☐ 2-Year College Diploma
- ☐ 4-Year College Diploma
- ☐ Some trades or technical training
- ☐ Trades or technical certificate
- ☐ Trades or technical diploma
- ☐ Apprenticeship
- ☐ Some university
- ☐ Bachelor's Degree
- ☐ Master's degree
- ☐ Doctorate
- ☐ Professional degree (medicine, law)
- ☐ Other (*Specify*) _____
- ☐ Don't Know
- ☐ Refuse

Q10. What college(s) or university(ies) have you attended?

a) Institution name: _____ What program? _____

b) Institution name: _____ What program? _____

c) Institution name: _____ What program? _____

- ☐ None → *Go to Q10.4*
☐ Don't know → *Go to Q10.4*
☐ Refuse → *Go to Q10.4*

Q10.1 How well do you think high school prepared you for college or university?

- ☐ Very well
☐ Somewhat well
☐ Not at all well
☐ Don't Know
☐ Refuse

Q10.2 In what ways could high school have prepared you better for college or university?

1. _____
2. _____
3. _____

☐ Don't Know ☐ Refuse

Q10.3 What are the biggest challenges you faced when attending college or university?

1. _____
2. _____
3. _____

☐ Don't Know ☐ Refuse

Q10.4 To confirm, have you ever taken courses at Yukon College?

- ☐ Yes ☐ Don't Know
☐ No ☐ Refuse

Q10.5 Do you plan to take any courses at Yukon College in the future?

- ☐ Yes ☐ Don't Know
☐ No ☐ Refuse

SKIP PATTERN: If the answer to both Q10.4 and Q10.5 was 'NO', then proceed to Q10.6. Otherwise, skip to Q11.

Q10.6 Is that because.... (check all that apply)

- ☐ Yukon College doesn't offer the courses or programs that you need?
☐ You aren't interested?
☐ You can't afford to?
☐ You don't have the courses you need to get in?
☐ You have chosen another post-secondary institution?
☐ Or for some other reason? _____
☐ Don't Know
☐ Refuse

Q11. In September 2012, what do you plan to you be doing? (Check all that apply)

- ☐ Looking for work?
☐ Working at a paid job?
☐ Attending high school?
☐ Working on an apprenticeship?
☐ Going to a college, university or other post-secondary institution? → What institution?

What program?

- ☐ Volunteering?
☐ Travelling?
☐ Or something else (Specify) _____
☐ Nothing
☐ Don't Know
☐ Refuse

Q12. Do you currently live in the Yukon?

- ☐ Yes → *Go to End*
☐ No
☐ Don't Know → *Go to End*
☐ Refuse → *Go to End*

Q12.1 In what province, territory or state and country do you currently live?

Province/ Territory/ State: _____

Country: _____

☐ Refuse

Q12.2 Do you plan to eventually return to live in the Yukon?

- ☐ Yes → For what reasons? _____
☐ No → For what reasons? _____
☐ Don't Know
☐ Refuse

THANK YOU VERY MUCH FOR YOUR TIME!

Appendix 2. 2013 High School Exit Survey Operations Report

The 2013 High School Exit Follow-Up Survey was conducted by the Yukon Bureau of Statistics on behalf of the Department of Education of the Yukon Government. This was the fourth year of a multi-year project looking at the education experiences and employment outcomes of individuals who attended high school in Yukon. It included respondents from Cohort 2, Phase 2.

The survey asked questions about employment, job type, education and training for the job type, upgrading, levels of education completed and universities and colleges attended.

The data were collected by telephone. The survey sample consisted of respondents who completed the survey questionnaire for the High School Exit Survey, back in August, 2011.

Two interviewers were trained by the Operations Manager on October 16th. The data collection began on October 16th and continued to November 13th. Additional phone calls were made by the Senior Interviewer from December 2nd to 12th.

Interviewing took place between the following hours:

Monday – Tuesday: 10:00 a.m. to 6:00 p.m.

Wednesday – Thursday: 11:30 a.m. to 7:30 p.m.

Friday: 8:30 a.m. to 4:30 p.m.

The survey questionnaire took about 15 minutes to complete.

We were not able to contact many of the respondents because they had left the Yukon to attend either university or college. Some of the respondents we did contact refused to complete the survey due to their school workload or because they were busy studying. Several people who have cell phones did not want to use up their cell phone minutes and/or accumulate long distance charges to complete a survey. Our toll free phone number was provided but we did not receive a call back.

Previous collection periods for the High School Exit Survey have been more successful during the summer months when the students have returned home for the summer.

Operational Breakdown of Survey Results:

A) Summary of Results

Number of Selected Respondents 254

Invalid Contact Information:

02	Incorrect Phone Number	12
03	Non-working number	13
04	Fast Busy Signal, Strange Noise, Dead Silence	2
TOTAL		<u>27</u>

No Contact:

08	Cell Phone	3
11	No Contact / No Answer	7
12	Regular Busy Signal	1
13	Answering Machine/Service: No Message Left	24
14	Answering Machine/Service: Message Left	25
TOTAL		<u>60</u>

Contact Made – Non-Interview:

19	No Forwarding Phone Number	25
20	Information Unavailable For Duration of Survey	17
22	Language Barrier	2
23	Call Back	2
56	Out Of Scope	2
TOTAL		<u>48</u>

70 Completed Surveys 110

70 Partial Interview 2

80 Refusals 7

Refusal Rate: 2.76%

B) Results by Code

<u>RESULTS</u>	<u>CODE</u>	<u>DESCRIPTION</u>
12	02	Incorrect Phone Number
13	03	Non-Working Number
2	04	Fast Busy, Strange Noise, Dead Silence
3	08	Cell Phone
7	11	No Contact/ No Answer
1	12	Regular Busy Signal
24	13	Answering Machine/Service: No Message Left
25	14	Answering Machine/Service: Message Left
25	19	No Forwarding Phone Number
17	20	Information Unavailable For Duration of Survey
2	22	Language Barrier
2	23	Call Back Required
2	56	Out Of Scope
110	70	Complete
2	71	Partial Interview
7	80	Refusal

254

Reason For Out Of Scope: (Code 56)

Results

Respondent Says He Graduated In The 70's
Completed The Survey In 2012

1
1

2

Reason For Refusals: (Code 80)

Results

Doesn't Want To Participate
Not Interested In The Survey
Too Busy/ No Time

2
2
3

7

Appendix 3. Data tables to support the figures

Figure 1.
Percentage of respondents who were employed at the time of the survey.

	Number	Percent
Male	32	57.14
Female	33	61.11
Non-aboriginal	43	58.9
Aboriginal	22	59.46
High school education or less	27	60
Some post-secondary education	38	58.46
Total	65	59.09

Figure 2.
Employed respondents within each category of employment. Multiple responses were allowed.

	Number	Percent
Customer sales or service	20	30.77
Public service	13	20.00
Trades or technical	15	23.08
Other	19	29.24

Figure 3.
Satisfaction with type of work.

	Number	Percent
Very satisfied	24	36.92
Satisfied	20	30.77
Neutral	20	30.77
Dissatisfied	>5	-

Figure 4.

Have you been able to get the education and training you need to qualify for the kinds of work you want?

	Yes- complete		Yes- in progress		No	
	Number	Percent	Number	Percent	Number	Percent
Male	18	32.14	31	55.36	7	12.5
Female	12	22.22	34	62.96	7	12.96
Non-aboriginal	22	30.14	43	58.9	8	10.96
Aboriginal	8	21.62	22	59.46	6	16.22
High school education or less	11	24.44	21	46.67	12	26.67
Some post-secondary education	19	29.23	44	67.69	<5	-
Total	30	27.27	65	59.09	14	12.73

Figure 5.

Respondents who were satisfied or very satisfied with their high school education in Yukon.

	Number	Percent
Male	40	71.43
Female	43	79.63
Non-aboriginal	51	69.87
Aboriginal	32	86.49
High school education or less	32	71.11
Some post-secondary education	51	78.46
Total	83	75.46

Figure 6.

Respondents who said the following achievements were 'very important' for their education and career goals.

	Number	Percent
Get some high school education	91	82.73
Graduate from high school	102	92.73
Get training in trades during high school	45	40.91
Get training in trades after high school	37	33.64
Attend college or university	77	70

Figure 7.

Respondents who said it was very important for them to get training in trades after high school.

	Number	Percent
Male	24	42.86
Female	13	24.07
Non-aboriginal	20	27.4
Aboriginal	17	45.95
High school education or less	20	44.44
Some post-secondary education	17	26.15
Total	37	33.64

Figure 8.

Respondents who said it was very important for them to go to college or university.

	Number	Percent
Male	35	62.5
Female	42	77.78
Non-aboriginal	52	71.23
Aboriginal	25	67.57
High school education or less	26	57.78
Some post-secondary education	51	78.46
Total	77	70

Figure 9.

Highest education completed by the respondents, to date.

	Number	Percent
Some high school	18	16.36
High school diploma, certificate or equivalency	27	24.55
Some college	9	8.18
One year college certificate	5	4.55
Two year college certificate	7	6.36
Trades or technical training, certificate, diploma or apprenticeship	11	10.01
Some university or a bachelor's degree	33	30

Figure 10.

Highest education expected by the respondents in their lifetimes.

	Number	Percent
High school diploma, certificate or equivalency	9	8.18
Some college, college, trades or technical certificate or diploma, or apprenticeship	20	18.19
Bachelor's degree	29	26.36
Master's degree	21	19.09
Doctorate or professional degree (i.e. medicine, law)	7	6.37
Don't know	20	18.18

Figure 11.

Colleges and universities which the respondents have attended.

	Number	Percent
Yukon College	42	48.28
Other college or institute	23	26.44
A university in British Columbia	19	21.84
A university in Alberta	14	16.09
Other university	13	14.94

Figure 12.

How well did high school prepare you for college or university?

	Number	Percent
Very well	19	21.84
Somewhat well	55	63.22
Not at all well	13	14.94

Figure 13.

Reasons given by respondents for attending or planning to attend Yukon College (n=24).

	Number	Percent
YC doesn't offer the courses or programs they need	8	33.33
Chose another post-secondary institution	13	54.17
Not interested	6	25
Can't afford to	0	0
Don't have the courses needed to get in	0	0
Some other reason	>5	-

